

## NEW JERSEY

2000-2001  
Guidelines and  
ApplicationBEST  
PRACTICES

RECEIVED  
NOV 27 2000  
HUDSON COUNTY  
SUPT. OF SCHOOLS

**Deadline for Application to County Office:**  
**NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Arts - Visual and Performing (Application is limited to one category. See page 3 for details.)		
Practice Name	Art Therapy		
Number of Schools with Practice	<u>1</u> (If more than one school or district, read and complete information on page 2.)		
County	Hudson		
District (Proper Name)	Jersey City Public Schools		
Address	346 Claremont Avenue		
Telephone	Street/P. O. Box	City	Zip Code
	Jersey City	New Jersey	07305
	(201) 915-6020	Fax: (201) 946-5176	E-mail:
Chief School Administrator	Dr. Charles T. Epps, Jr., Ed. D.		
Nominated School #1 (Proper Name)	Ollie Culbreth, Jr. School ~ P. #14		
Address	153 Union Street		
Telephone	Street/P. O. Box	City	Zip Code
	Jersey City	New Jersey	07304
	(201) 915-6043	Fax: (201) 946-5176	E-mail:
Principal	Mrs. Nancy S. Healy, Supervisor of Visual & Performing Arts		
Program Developer(s)	Alice Karamanol and Nancy S. Healy		
Application Prepared BY	Alice Karamanol and Nancy S. Healy		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Charles T. Epps, Jr.</i>		

## FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature *[Signature]*

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION**

**Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.**

- RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied on **one side of the page**. The information on pages 1 and 2 (if applicable) must be copied on **one side of the page**. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The **original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- The **original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b>	<b>Grade Levels</b>	<b>Practice Name</b> <u>Art Therapy</u>
<input checked="" type="checkbox"/> Elementary School	<u>Pre-K - 8</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Middle School	<u>                    </u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Junior High School	<u>                    </u>	Location <input checked="" type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> High School	<u>                    </u>	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: <u>                    </u>	<u>                    </u>	

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.  
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The Art Therapy program is an initiative between the Department of Visual Arts and the Department of Special Education. It is an innovative combination of art education, counseling, and behavior modification. Participation in art therapy benefits the child in many ways. The annual goal of the art therapy program, as described in the Individual Educational Plan of each student is that “the student will participate in the process of creative expression through the use of art materials, guided and facilitated by therapeutic interventions, for the enhancement of social and emotional growth”

Art therapy is a psycho-educational therapeutic intervention, which allows participating students to express thoughts and feelings in their artwork. Many of these expressions, such as anger and fear, would not be appropriate for a regular art class, but are encouraged as healthy and cathartic in an art therapy class. During the production of the artwork, the art therapist gently draws out the student, and counsels him about these feelings. For children who have emotional handicaps, or for children going through personal or family crisis, art therapy may be a significantly better answer than traditional “talk therapy”, being less threatening for the child.

Art therapy gives the student the opportunity to work with many art materials, and master new techniques; many art principles and elements of design are taught. These aspects of art education are, however, taught for the express purpose of giving the student the tools necessary to express himself creatively in an attempt to work out his own issues and inner conflicts. The work is not graded, and the projects are planned by the Art Therapist to address the individual needs of the students. The non-threatening and accepting “holding environment” created by the Art Therapist in the art therapy classroom allows the student to grow emotionally as well as creatively. The projects are almost always “open-ended”, allowing the student the freedom to be himself, while still staying within the boundaries of the assignment.

Artwork produced in the art therapy classroom also serves the student because of its diagnostic nature. Drawings have been recognized for many years as having the power to “make the unconscious conscious”. Psychologists and psychiatrists have historically used drawings to diagnose pathology in their patients. Although a child may not choose to disclose, in words, what is bothering him, it is much more difficult, nearly impossible, to avoid disclosing feelings in a drawing. A trained art therapist is able to diagnose a person’s emotional state, his level of self-esteem, whether he is anxious or depressed, and even possible pathology through a drawing. The art therapist works closely with school psychologists, case workers, guidance counselors, administrators, classroom teachers and parents to help each child achieve to the best of his ability.

The art therapy classroom is a safe place for the student; it is a place where the student can be himself and express feelings without fear of punishment. The rules that govern the art therapy room are based on one simple concept: respect. Students are encouraged to respect themselves, the artwork of others, the artroom and its materials, and most of all the feelings of others. These rules protect students from being treated unfairly or their feelings being hurt. When students work together in an art therapy group,

the art therapist guides them as they learn new and positive behaviors. Through the creative process, the students feel great pride in their artwork, and feelings of self-esteem are heightened. As self-esteem grows, behaviors are improved, and a natural outgrowth of improved social skills is the ability to work in groups. During group projects, students learn valuable skills in teamwork and social interaction.

The behavior modification and emotional healing experienced by a child in art therapy will follow him into his regular classroom. Patience, perseverance, problem solving strategies, and improved social skills and self-esteem will be “life skills” that serve the student in any academic area, as well as in his life experience outside of school. It is a proven fact that emotional problems stand in the way of a person’s success; art therapy is a modality which provides release and healing for these problems, giving the child a better chance for higher academic achievement and better personal adjustment.

2. List the specific Core Curriculum Standards, including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

#### STANDARD 1.1

As students work in the art therapy room, they acquire art skills and knowledge. The art therapist teaches the students about art elements and principles as the child progresses in his creative work. This learning comes as a by-product of the student’s therapeutic process: when a student has a need to learn a technique to express something he needs to express, it is a “teachable moment” for the art therapist, who will equip the student with what he needs. The students are frequently asked to talk and/or write about what their artwork means to them. “Memory Paintings” are a good example of this standard. Students depict a good memory using acrylic paints on large oaktag. This lesson not only accesses a good memory and encourages the child to talk about it, but also teaches the child brush techniques, color mixing, the use of space in a design, and the concept of background, foreground and details in a painting.

#### STANDARD 1.2

As students begin to gain skills in social interaction, the art therapist provides group projects to be worked on during the art therapy session. Each student has a “partner” who attends art therapy with him; at first this person is simply another individual, working in the room with him. Eventually, as bonding occurs, team projects are a natural and beneficial outgrowth of the therapy session. For example, students may work on a group venture, such as a mural. Through the process of creating this mural, students learn the importance of individual effort, but also learn important lessons in cooperation, brainstorming, and conflict resolution, while working toward a higher goal.

#### STANDARD 1.3, CROSS-CONTENT WORKPLACE READINESS STANDARDS 1,2

As students progress in art therapy, they will experience many techniques, tools and materials. To express oneself effectively, one must master the use of tools, whether the tool is a paintbrush, or a computer graphics program. Proper technique, trial and error, and continual practice sharpens a student’s skills with tools, and produces pride when the technique is mastered and the job is well done.

#### STANDARD 1.4

In the art therapy room, learning to critique effectively is learning about constructive criticism, given wisely and sensitively. Students learn to give each other ideas and opinions about each other's work, and join in the creative process without being overly critical and hurting each other's feelings. For example, the art therapist will gently guide the students to share the strengths of each other's work, and their ideas to improve it. This "helping behavior" turns the "critique" into a positive, rather than negative experience.

#### STANDARD 1.5

As students experience different media and art techniques, they will be exposed to reproductions of famous artists' work as the work relates to their own. They will be made aware of how the era of time affects the artwork of that era; they will be made aware that their expression is not only an individual one, but one of their time in history. For example, students working on "Memory Paintings" were inspired by the work of Faith Ringgold, an African-American artist living today, who chronicled her childhood memories in her work.

#### STANDARD 1.6, CROSS CONTENT WORKPLACE READINESS STANDARD 3

As students work in art therapy, they will work with many subjects that are important to them. For example, a child might be asked to design his idea of a "perfect car" or a "perfect house". Elements of design and problem solving permeate these projects; each time a student chooses a color, shape, or design he is making a design decision. The more practice a student has as a "designer", the better designer he will become.

#### CROSS CONTENT WORKPLACE READINESS STANDARD 5

Safety principles are taught as an integral part of the art therapy experience. The proper handling of tools, such as scissors, clay tools, printmaking tools, and brushes, as well as substances, such as paint, inks, glue, and clay are taught as the opportunity arises.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

Although art therapy is beneficial to anyone who is exposed to it, the population that is targeted for this service in our district is Special Education students who are classified Behaviorally Disabled, as well as selected students within other Special Education classes whose behavior has become a serious problem. These students are in need of serious intervention; their behavior has become unmanageable, and because they are grouped with other students who are similarly disabled, immediate intervention is called for. These students are usually having serious academic difficulties as well, because of learning disabilities, or inability to focus on schoolwork due to hyperactivity, attention deficit disorder or problems with social interaction.

When a student enters art therapy, he is given an art therapy assessment test called "K-F-D, The Kinetic Family Drawing" (Burns and Kaufman). This is a drawing of the child and his family "doing

something". This drawing test indicates many things about the child: his level of self-esteem, his level of anxiety or depression, and his general emotional state. As a family drawing, it also indicates the dynamics of his family structure, a vital piece of information necessary to help the child. This test is given at the beginning of each year, to assess the emotional progress of each child. Other types of growth, such as social or academic, can be assessed by the student's progress in his regular classroom and at home. When a specific deficiency or need is assessed through the K-F-D test, the art therapist will "prescribe" art experiences that will address the student's individual need. A student, for example, who has no boundaries will benefit from artwork emphasizing strong boundaries, such as filling contained areas with colors or collage materials. Conversely, a student who is "paralyzed" by fear will benefit from being gently urged to "break loose" with a free technique, such as finger painting.

A particularly dramatic example of how art therapy has met the needs of a student is the case of Tom (not his real name). Tom came to art therapy at the age of 14 with selective mutism, a disorder characterized by refusal to speak in selected situations. Tom spoke at home, but would not speak in school. He was a "loner" and had no friends at school. Through two and one half years of art therapy, Tom was able to release repressed feelings of rage and shame caused by sexual abuse in his family, and after a relatively short time (1 year) had begun to speak. By the time Tom graduated from high school, he was speaking freely and made many friends, as well as developed an avid interest in art.

#### 4. Describe how you would replicate the practice in another school and/or district.

An art therapy program can be easily replicated in any school. Due to the success of the pilot program, begun in 1993 with one art therapist on staff, the year 2000 has seen the program replicated in five other schools in the district. To begin an effective art therapy program, a school needs a qualified art therapist, an art therapy room and supplies, and an administration committed to reaching troubled children. In our district, four additional art therapists have been hired since January of 2000. These therapists are servicing 5 additional schools, making a total of 6 schools with an art therapy program. The schools serve elementary and middle school as well as autistic populations.

The Art Therapy Department is committed to the task of informing and educating the administrators and Child Study Teams of all the schools in our district of the benefits of an art therapy program for their students. A presentation to the administrators and teams is being planned, describing art therapy in words and visual images, and an art therapy newsletter will be distributed to teachers in the schools served by an art therapist, to help teachers to understand the service better, making them better equipped to support the students who receive art therapy.